

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and the recommendation of the present study which are drawn based on the research findings.

#### 5.1 Conclusion

The present study was aimed at investigating how *Incredible English* e-book for young learners meets the criteria of a good quality course book, how the aforementioned e-book align with the basic competence defined in KTSP curriculum and how English teachers' and students' perceive the aforementioned e-book in terms of the completeness of features offered in the e-book.

Three conclusions were drawn based on the research findings. First of all, it was found that the aforementioned e-book met 75% of criteria of a good e-book. The strengths were in terms of the attractive layout and contents. It reflects the preference of young learners and English teachers regarding English teaching and learning materials. Meanwhile, the weakness was in terms of the element of interactivity carried by the e-book. Although the e-book has already had navigation controls ensuring interactivity between system and users which are considered advanced compared to common e-books, there were other criteria in the matter of interactivity which were not met by the e-book. However, based on the finding, the e-book is recommended to be used in an ELT classroom with adaptations.

Second, the finding suggests that the aforementioned e-book met 49% basic competences of the English learning for sixth graders written in BSNP (2006). The strengths of the e-book were in terms of the learning of listening and reading skills. It provided enough number of listening and reading tasks and the contents had topics which were intended by the curriculum. On the other hand, the other two skills (speaking and writing) have not yet represented the intention of the curriculum. However, it is possible for teachers to use the e-book in English

classrooms by modifying the materials to suit the basic competences intended. Teachers are expected to use their creativity to adapt and make adjustments to the e-book so that the students may get opportunities to enjoy the learning using the interactive e-book.

However, over all the e-book has reflected the preferences of elementary school English teachers and students based on the finding obtained from the interviews. The strengths were related to the attractive layout, interactivity and contents. The obstacle which Indonesian teachers and students will face will be about the limitation of school facilities.

## 5.2 Recommendation

Based on the research findings, discussion and conclusion, the e-book is recommended to be used in ELT program along with the presence of adjustment and adaptation. Further, with the situation drawn from this present study, the first recommendation is addressed to English teachers. They are suggested not to use the e-book or any ready-made teaching coursebook without having to evaluate the e-book and note down what is missing, what should be omitted, and what material or topic that should be generated personally by the teachers. English teachers are also expected to be creative in using ready-made materials by doing modifications and adjustments to suit the students' needs and the needs of curriculum.

Furthermore, due to the shortcomings found in the e-book, the e-book writers are expected to do a revision regarding the enrichment of writing tasks, games, authentic texts and high level of interactivity such as enabling the user to learn and collaborate with friends or teachers through social media account which is linked to the e-book.

In addition, future researchers who wish to undertake similar study on e-book evaluation are suggested to dig deeper and try to take on the research from different angles because research on the matter of textbook and e-book evaluation is necessary to be conducted as a part of effort of providing learners with well-selected learning materials. There are weaknesses found from this research which hopefully can be improved or used as suggestions for future researchers. First, it

was only the researcher who took part on the e-book evaluation by answering each of the criteria in the criteria checklist (the answers were decided by identifying and relating them to theories). It is suggested that the future researchers involve experts to take part in coursebook or e-book evaluation. Second, this research only took two teachers and two students to participate in the interview. For future researches, it is suggested to involve more numbers of the participants to gather more reliable result. Therefore, hopefully the research limitations can inspire future researchers to carry out similar study in the whole different method and approach.

